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A PILOT PROGRAM COMPARING COOPERATIVE AND PROJECT METHODS OF TEACHING DISTRIBUTIVE EDUCATION. FINAL REPORT OF PROJECT 301.

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JOINT COUNCIL ON ECONOMIC EDUCATION, NEW YORK,N.Y.

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DESCRIPTORS- *CURRICULUM DEVELOPMENT, PILOT PROJECTS, *DISTRIBUTIVE EDUCATION, CURRICULUM RESEARCH, TEACHING METHODS, INSERVICE TEACHER EDUCATION, *PROJECT TRAINING METHODS, *COOPERATIVE EDUCATION, COMPARATIVE ANALYSIS, CONTROL GROUPS, EXPERIMENTAL GROUPS,

THE OBJECTIVES OF THE PROGRAM WERE TO DEVELOP (1) A CURRICULUM PATTERN AND INSTRUCTIONAL MATERIALS, CURRICULUM GUIDES, AND TEACHER HANDBOOKS TO BE USED IN THE PROJECT METHOD OF TRAINING STUDENTS IN GRADES 11 AND 12 FOR ENTRY INTO A DISTRIBUTIVE OCCUPATION, (2) TO TRAIN TEACHERS IN THE METHOD, AND (3) TO ESTABLISH PILOT PROGRAMS USING THE PROJECT METHOD. THE PROJECT METHOD COORDINATES CLASSROOM INSTRUCTION WITH A SERIES OF INDIVIDUAL OR GROUP OCCUPATIONAL PROJECTS, IN CONTRAST TO THE COOPERATIVE METHOD WHICH COORDINATES CLASSROOM INSTRUCTION WITH ON-THE-JOB EXPERIENCES. PRE AND POST TESTS WERE GIVEN TO 379 11TH GRADE PROJECT AND 381 CONTROL STUDENTS, AND TO 211 12TH GRADE COOPERATIVE AND 280 CONTROL STUDENTS IN 17 COOPERATING SCHOOLS. TEACHERS OF BOTH PROJECT AND COOPERATIVE CLASSES COMPLETED THE MINNESOTA TEACHERS ATTITUDE INVENTORY TO RELATE TEACHER ATTITUDE TO STUDENT RESULTS ON STANDARDIZED TESTS. SOME TENTATIVE CONCLUSIONS WERE--(1) IMPLEMENTING THE PROJECT APPEARED TO HAVE STIMULATED THE INVOLVEMENT OF TEACHERS WITH GUIDANCE PERSONNEL AND INCREASED THE LATTER'S UNDERSTANDING OF CAREER OPPORTUNITIES IN DISTRIBUTION, (2) CLASSES WITH AN ENROLLMENT OF OVER 25 EXPERIENCED MORE DIFFICULTIES THAN THOSE WITH SMALLER ENROLLMENTS IN THE USE OF THE PROJECT METHOD, (3) A MAJORITY OF PROJECT METHOD TEACHERS REPORTED THAT MORE PREPARATION TIME WAS NEEDED THAN FOR OTHER METHODS OF INSTRUCTION, (4) FACILITIES FOR LABORATORY SESSION DID NOT SEEM TO BE SO IMPORTANT IN PROJECT METHOD SUCCESS AS FIRST THOUGHT, AND (5) ONE-DAY WORKSHOPS FOR THE TEACHERS WERE VERY IMPORTANT TO HELP TEACHERS ADAPT TO NEW MATERIALS AND METHODS. (MM)

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RESEARCH & DEVELOPMENT
PROGRAM IN VOCATIONAL
TECHNICAL EDUCATION

DEPARTMENT OF SECONDARY
EDUCATION & CURRICULUM
COLLEGE OF EDUCATION
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A PILOT PROGRAM COMPARING COOPERATIVE AND PROJECT METHODS OF TEACHING DISTRIBUTIVE EDUCATION

A FINAL REPORT OF PROJECT 301

Contract OE5-85-111

This project will be continued with reduction in scope during the period covered by Contract OEG 3-7-070211-2679.

This report covers the period July 1, 1965, through November 30, 1966.

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1967

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INTRODUCTION

The employment of a greater proportion of the labor force to perform the functions of marketing and distributing goods and services related to American production has been one of the most dramatic changes in the labor force during the past decade. The demand is high for persons to prepare for careers in the broad field of sales, distribution and marketing — to qualify to enter semi-skilled, skilled, technical, managerial and professional positions.

The broad goal of distributive education is to provide an educationally and vocationally sound approach to preparing the ever increasing numbers of high school youth, who need and desire instruction, for careers in the fields of distribution and marketing.

The extension and expansion of programs of distributive education requires the development of adequate and appropriate guidelines for use within the states. These guidelines are needed for teacher education programs; preparation of instructional materials; and establishing and developing local programs for 11th and 12th grade students and for post-high school students.

PURPOSES

The Distributive Education Pilot Program is a development and research project in curriculum. A central focus has been placed on the use of project training as the basis for teaching 11th and 12th grade students some of the understandings, skills and attitudes needed for entry into the world of work in a distributive occupation.

This development and research project in curriculum incorporates goals of helping high schools provide an effective program of instruction for students interested in careers in the many distributive occupations.

OBJECTIVES

The project has both developmental and research objectives. The developmental objectives include:

1. To develop a curriculum pattern utilizing project training for a two-year distributive education program at the 11th and 12th grade level;
2. To develop, try-out, evaluate and refine instructional materials, curriculum guides, and teacher handbooks;
3. To provide a leadership development program for distributive education teachers to enable them to learn to use the project method of instruction;
4. To establish pilot programs of instruction in distributive education with emphasis on project training at the 11th and 12th grade levels.

The research objectives include:

1. To determine the effectiveness of project training in preparing 11th and 12th grade students for distributive and marketing occupations;
2. To compare the effectiveness of project training with vocational cooperative education for preparing 11th and 12th grade students for distributive and marketing occupations;
3. To evaluate the instructional materials, curriculum guides and teacher handbooks prepared for use by teachers of distributive education classes of 11th and 12th grade students;
4. To evaluate the effectiveness of the leadership development program as a basis for preparing distributive education teachers to use project training in the classes for 11th and 12th grade students;
5. To develop a comprehensive bibliography of professional literature describing the project method and cooperative method through an extensive review and analysis of library reference lists.

RELATIONSHIP TO RESEARCH AND DEVELOPMENT PROGRAM

The Research and Development Program in Vocational-Technical Education is based on the clinical approach. Local schools and school systems are involved as partners in the testing and trial phases of theoretical models for curriculum, administrative patterns, teacher education, instructional materials development and other aspects of vocational-technical education.

The Distributive Education Project is one of four projects in curriculum development being conducted within the R & D program. The other curriculum development projects are Hospitality Edu-

cation Project, Vocational Office Block-Time Project, and the Rural Schools Project. All four projects are utilizing local schools as sites for developmental and research activities.

The Distributive Education Project draws upon the staff resources available from the other Projects and from the five vocational teacher education services represented in the R & D Program: Agriculture, Home Economics, Distributive, Office, and Industrial Education.

BACKGROUND

The 1962 report of the Panel of Consultants on Vocational Education suggested several changes in existing programs of vocational education. Foremost among these was the recommendation that "vocational education programs should be made available to more students in the secondary schools."

Specifically in the field of distributive education, a recommendation was made to increase the availability of instruction to more students through the establishment of pre-employment training programs in addition to the existing cooperative work-study programs.

The Vocational Education Act of 1963 specifically provided for the establishment of pre-employment training programs for youth fourteen years of age or older. Prior to the passage of this Act, Federal funds for distributive education were limited to employed workers sixteen years or older.

In the public schools in the State of Michigan, most of the cooperative work-study programs in the field of distributive education are carried on only for employed youth in the twelfth grade. The establishment of the two-year distributive education program at the 11th and 12th grade levels utilizing the "project method" of instruction is an attempt to expand and extend the opportunities for youth to prepare for careers in distributive occupations.

DESIGN OF THE PROJECT

The Project has three major phases: development, evaluation and dissemination. The development phase includes four main activities:

preparation of instructional materials

selection of pilot schools

teacher training

establishment of control and experimental groups

The evaluation phase, overlapping the activities in the developmental phase, includes the following main activities:

design and selection of instruments

data collection and analysis

evaluation

preparation of reports

The dissemination phase, the concluding phase of the project, will include the following two major activities:

publication and distribution of instructional materials

in-service education for teachers, coordinators and administrators.

STAFF REQUIREMENTS

The staff for the project consists primarily of teacher education personnel from the field of distributive education. The Project Leader and Curriculum Specialist each are assigned approximately half-time to the Project. Two Research Assistants, both working on Masters programs in distributive education, are assigned half-time to the Project. In addition, there are 17 Research Associates, one in each of the 17 high schools associated with the Project.

The Research Associates are the teachers of the 11th grade distributive education classes and they have approximately one hour per day assigned for lesson planning, preparation of a daily log of observations in the classroom, administering standardized examinations and other research activities.

SOME DEFINITIONS

COOPERATIVE PLAN: An organizational pattern for preparatory instruction, in which regularly scheduled part-time employment gives students an opportunity to apply theory while developing competencies through training on-a-job related to their objectives in distributive occupations.

COOPERATIVE METHOD: The coordination of classroom instruction with a series of on-the-job learning experiences related to each student's occupational objective.

PROJECT PLAN: An organizational pattern for preparatory instruction, in which regularly scheduled in-school activities give students an opportunity

to apply theory while developing competencies through projects related to their objectives in distributive occupations.

PROJECT METHOD: The coordination of classroom instruction with a series of individual and/or group projects related to each student's occupational objectives.

ACTIVITIES AND PROGRESS

The initial focus for all activities might be best described as "developmental" — determining criteria for selecting pilot schools, establishing guidelines for the development of instructional materials, securing staff for conducting the project, and the many other activities related to getting a project started.

SELECTING SCHOOLS. Five major criteria were identified as a basis for selecting the pilot schools as sites for the Project:

Size of School. Select at least two schools in each of four size groups: Over 1,000 in grades 10-12, 500-999, 200-499, and under 200.

Geographic Distribution. Select schools in various geographical regions throughout the lower peninsula of Michigan.

Facilities. Have available or be willing to provide a suitable laboratory for the instruction which would utilize the project method.

Qualified Teacher. Teacher to have a regular vocational teaching certificate for distributive education and be interested in using the project method for teaching.

Administrative Support. The administrators of the school must indicate support for a curriculum development project in distributive education. This support to be evidenced through a signed memorandum of agreement between the school and Michigan State University.*

Seventeen schools were selected. Their sizes, geographic location, and type of community are shown in Table 1. No schools from the size category of 200 students or less in grades 10-12 met the other essential criteria. More than 1200 students are directly involved in the project in some capacity, as shown in Table 2.

*A sample copy of the memorandum of agreement may be found in the appendix.

Table 1

Size, Location, and Type of Community for the Seventeen Pilot Schools in the Distributive Education Project. (All in the Lower Peninsula of Michigan.)

Number of Students in Grades 10-12	Geographic Region	Type of Community	Number of Schools
200-499	Northern	Village	2
	Mid-East	Village	1
500-999	Mid-East	Suburb	4
1000 & over	Southwest	Urban	1
		Suburb	1
	Mid-East	Suburb	5
	South East	Small City	1
		Suburb	1

ORIENTATION OF LOCAL SCHOOL PERSONNEL. Separate orientation workshops were conducted for (1) distributive education teachers, and (2) administrators and guidance personnel from the pilot schools.

A two-day workshop in May 1965 provided an opportunity to discuss the objectives, design and procedures of the project with the seventeen distributive education teachers (Research Associates) from the pilot schools. In addition, some basic instruction was provided on the nature and use of the project method of instruction.

An in-depth two-week workshop on the use of the project method for instruction in distributive

Table 2

Number of Students Involved in the Distributive Education Project.

Group	Male	Female	Total
Project	239	140	379
11th Control	182	199	381
Cooperative	106	105	211
12th Control	134	146	280
Total	661	590	1251

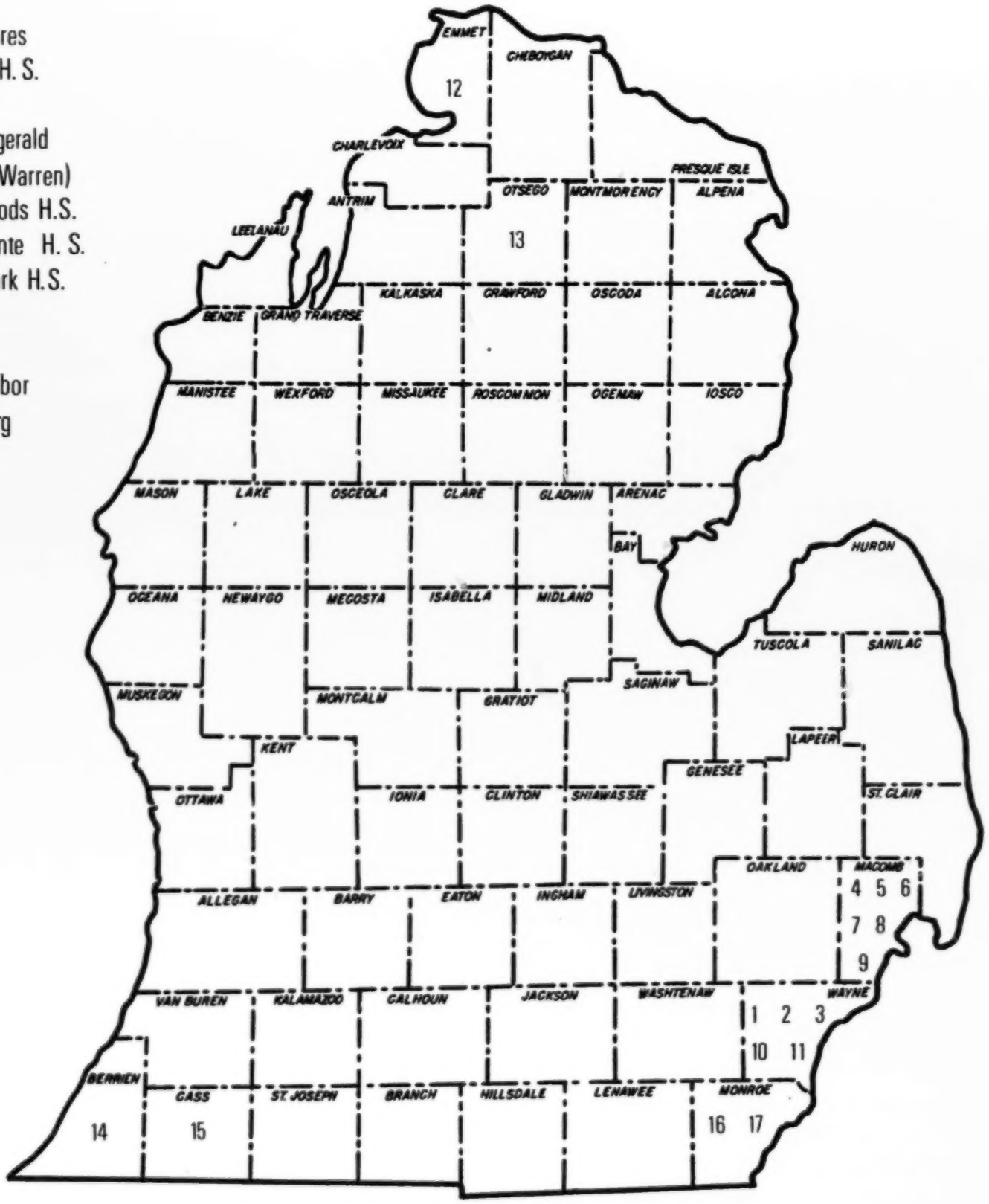
SOURCE: Reports submitted from the 17 Pilot Schools

Figure 1

SCHOOLS COOPERATING IN DISTRIBUTIVE EDUCATION PROJECT

LEGEND

1 Romulus
2 Inkster
3 Lincoln Park
4 St. Clair Shores
5 Lake Shore H. S.
6 Utica
7 Warren - Fitzgerald
8 Mott H. S. (Warren)
9 Warren Woods H.S.
10 Grosse Pointe H. S.
11 Highland Park H.S.
12 Petosky
13 Gaylord
14 Benton Harbor
15 Edwardsburg
16 Bedford
17 Monroe



education was held for all of the teachers who planned to be Research Associates in cooperation with this R & D project. An outline for the workshop is attached as Appendix B.

In addition, two one-day workshops were held with the teachers after the beginning of the school sessions in September. These one-day workshops provided opportunities for teachers to share experiences and to evaluate and suggest revisions in the curriculum guides.

A half-day meeting with administrators and guidance personnel from the 17 pilot schools provided an opportunity to explain and discuss the objectives, design, testing procedures, selection of students and financial arrangements.

PREPARATION OF CURRICULUM GUIDES. Plans were developed for nine curriculum guides to be prepared. Three of these guides were prepared and in the hands of teachers at the beginning of the classes in September. These included *Employment Orientation, Self-improvement,* and the *Sales Process.*

Other guides in process, or to be prepared during the first year, were as follows: *Product and Service Knowledge, Advertising and Sales Promotion, Merchandising, Mathematics, Distribution in a Free Economy, Sales Supporting Activities,* and *Securing Employment in Distribution.*

COLLECTION OF DATA. Complete and partial data have been collected on 1250 students in the seventeen high schools. The data collected fall into four categories: Prior achievement of students, socio-economic data on students and school community, economic understanding, and teacher attitudes. Four groups of students were identified in each school for purposes of collecting data:

1. The eleventh grade PROJECT class
2. The eleventh grade CONTROL class
3. The twelfth grade COOPERATIVE class
4. The twelfth grade CONTROL class

The control classes were eleventh and twelfth grade students enrolled in English or Social Science during the same class period as either the PROJECT class (11th grade) or the related instruction for vocational COOPERATIVE class (12th grade). All classes were scheduled for the equivalent of one period, five days per week, for the entire school year.

The plans for collecting data included tests to be administered to all four groups at the beginning and end of the school year. The tests were designed to measure the learnings of only two of the units of instruction, the *Sales Process* unit and the *Distribution in a Free Economy* unit. The four tests were:

1. The Sales Comprehension Test, Form A
2. The Factored Sales Terms Test
3. The Test of Economic Understanding, Forms A & B (Pre & Post)
4. The Sequential Test of Educational Progress — Reading, Form 2A

The competencies measured in tests numbered 1, 2 and 3 are included in two of the areas of distribution and marketing which have been established by the U.S. Office of Education as those needed for employment in distributive occupations.

Supplementary socio-economic information about the students was collected through the use of Duncan's Index, a measure of the socio-economic status of the occupation of the student's father, and a Student Personnel Index completed by an administrator of the school district. This information was obtained to determine the relationship, if any, of socio-economic status to results on the standardized tests.

The teachers of both the COOPERATIVE classes and the PROJECT classes completed the Minnesota Teachers Attitude Inventory. This information was also obtained to determine the relationship, if any, of teacher attitude as measured by the MTAI and student's results on the standardized tests.

TENTATIVE CONCLUSIONS

The establishing of distributive education programs at the eleventh grade in seventeen high schools in Michigan represents a major curriculum innovation in Michigan. In addition, the procedures followed for implementing the Project appear to have stimulated:

involvement of teachers with guidance personnel and administrators for planning the instructional program; and

greater depth of understanding by guidance personnel of career opportunities in the field of distribution.

There is some indication that class size is a significant factor in the potential success or failure of the use of the project method of instruction. In those schools with class enrollment over twenty-five in the

Project class, more difficulties are observed and experienced in conducting group activities and individual student activities.

Time for planning appears to be another crucial factor for success with the project method. A majority of the teachers report that more preparation time is needed to use the project method than to use other methods of instruction. However, since the project method was new to most of the teachers, their opinions may change during the second year of the study.

A great variety of projects are needed to adapt the curriculum guides to the needs of individual students and to schools in different regions.

The facilities for classroom and/or laboratory sessions with students do not seem to be as important to success with the project method as the investigators thought at the beginning of the project.

The one-day workshops for the teachers have been very important means of helping the teacher adapt to new materials and methods as well as an essential means for evaluating and adapting the curriculum guides.

THE FUTURE

Plans are being developed for continuation of (a) consultant visits to the pilot schools, (b) one-day workshops for pilot school teachers, (c) completion of curriculum guides, (d) collection and analysis of data, and (e) publication and dissemination of findings.

Requests have been received to expand the try-out of materials and procedures in other states. In addition, consideration is being given to development of a basic vocational education curriculum for distributive jobs to be used with culturally deprived students.

APPENDIX A

MEMORANDUM OF AGREEMENT AND DESCRIPTION OF PROGRAM

RESEARCH AND DEVELOPMENT PROGRAM
IN VOCATIONAL-TECHNICAL EDUCATION

Michigan State University, 310 Erickson Hall

MEMORANDUM OF AGREEMENT

The Research and Development Program in Vocational-Technical Education at Michigan State University and the _____ School District, City of _____, State of_____ agree in principle via this memorandum to conducting a research program in vocational education. This agreement is one of cooperative intent to work for the improvement of vocational education, rather than a legal contract.

The research activity to which this memorandum pertains is mainly supported by a grant from the United States Office of Education to Michigan State University under contract #OE-5-85-111.

Both Michigan State University and the _____ school district agree to carry out the research effort beginning _____, 1966 and continue at least through _____, depending on United States Office of Education continuation of fund support. The personnel at Michigan State University and at _____ school district recognize that each should be free to suggest modification of this research program at any time and that either may withdraw at any time.

The specifications of this research endeavor are shown on the attachment.

Considerations of this agreement include:

1. All research data and reports are confidential and the property of the United States Office of Education until formally released by the M.S.U. Project Director in conformity with the terms of the U.S.O.E. contract.
2. Pilot schools and state departments involved in this research program are considered for payment purposes as providing consultant services. Subject to U.S.O.E. approval, payments will be made by purchase order directly to schools involved.

/s/ _____
Peter G. Haines, Director
Research and Development
Program in Vocational-
Technical Education
Michigan State University

/s/ _____
Superintendent or Authorized Representative
School _____
City _____
State _____

DESCRIPTION OF PROGRAM:

To establish a pilot program in distributive education at _____ school district, city of _____ Michigan, organized according to a "project method" in order to test the hypothesis that: in school preparatory instruction utilizing the project method of instruction to assimilate the work environment to prepare students for occupational objectives, can produce outcomes comparable in student achievement, and job success, to those now being gained through the cooperative method of instruction in the traditional distributive education program.

Responsibilities of Michigan State University

provide experimental teaching materials, aids, course outlines, curriculum guides, and teacher manual.

provide consultant time of the M.S.U. research staff for visitation at participating school and for teacher education conferences and workshops. (five visitations to each school; two week workshop; seven one day workshops)

provide a two week summer workshop and seven one day workshops during the school year. Room, board, tuition, travel, books and materials to be provided by Michigan State University.

reimburse 50% of the period of teacher time daily devoted to evaluation and research (approximately 2½ hours per week).

provide follow-up instruments for the one year, two year, three year, and five year follow-up of graduates of pilot and cooperative program students.

provide standardized testing instruments and computer scoring for project method class, cooperative method class and control class.

Responsibilities of Local School District

initiate and operate program according to pilot plan specifications.

provide 7 days released time, including substitute's salary, for teacher to attend workshops during the school year.

send teacher to a two week summer workshop at M.S.U. during August, 1966.

provide period daily for teacher preparation and program evaluation of pilot project and submit monthly reports on progress of pilot program to project leader. (planning time approximately 2½ hours per week)

provide for standardized testing of students in the pilot program, control group and cooperative program (if one exists in the school) at the start, middle and the end of the school year.

provide usual instructional materials such as textbooks, reference books and materials, and audio-visual materials.

provide M.S.U. research staff with opportunity for observation of the pilot program.

provide for adequate room space and for distributive education laboratory facilities, furniture and fixtures.

provide for follow-up of pilot demonstration class and cooperative class (where existing) on a one year, two year, three year and five year basis.

Financial Considerations

M.S.U. will provide funds to the local district equivalent to: the cost of 50% of the pilot teacher's planning period based on the number of class periods in the school day. Each M.S.U. contribution will be paid in installments on November 30, 1966, March 31, 1967, and June 30, 1967.

Local School Contact Person — regarding administration of pilot program

_____ Address _____

_____ Phone _____

Classroom teacher of pilot program _____

Address _____ Phone _____

Michigan State University Project Leader:

Mr. Edward T. Ferguson
315 Erickson Hall
Michigan State University
East Lansing, Michigan
Phone: 355-1773

APPENDIX B

OUTLINE, SCHEDULE AND CALENDAR FOR AUGUST 1966 WORKSHOP ON PROJECT METHOD OF INSTRUCTION IN DISTRIBUTIVE EDUCATION.

OUTLINE

I. *Introduction*
   - A. Welcome — Ed Ferguson
   - B. Working Relationship with M.S.U. (based on information in manual) — Ed Ferguson
   - C. Overview of Two Weeks' Workshop — Kay Brown

II. *Discussion of Information in Teachers' Manual*
   - A. Division into Four Groups to Prepare Questions or Points of Emphasis from Manual Information
     1. The Expanded D.E. Program
     2. Curriculum
     3. Methods (Emphasis on Project Method)
     4. Essential Services
   - B. Total Group Discussion to Answer Questions and Clarify Points Prepared by Groups — Kay Brown
   - C. The Project Method (Review) — Kay Brown

III. *Curriculum for Pilot Programs* — Kay Brown
   - A. Overall Curriculum Plan and Relationship to Areas of Instruction for Preparatory Curriculums
   - B. Planning for Instruction
     1. Why Plan?
     2. The Teaching Calendar — Monthly Planning Calendar
     3. Unit Planning
     4. Lesson Planning — T form
   - C. Units Developed to Date (Review of these in detail)
     1. Employment Orientation
     2. Self Improvement: Vocational, Educational, and Personal
     3. The Sales Process
     4. How to Use the Units
     5. Coordinators to Take Kuder Vocational and Personal Tests, Score, and Interpret (to be administered to students during Employment Orientation unit)
   - D. Resources — Ed Ferguson and Kay Brown
     1. Textbooks and Pamphlets
     2. Equipment
     3. Films and Other Visual Aids — (Coordinators to view film, "The Story of D.E.")

IV. *Methods of Instruction* — Kay Brown, Ed Ferguson, Ken Rowe, Dianne Brewington, Graduate Assistants
   - A. How to Train
   - B. Training Profile
   - C. Overview of Teaching Techniques
   - D. Lecture — The Telling Method
   - E. Teaching Techniques Utilizing Student Participation
     1. Directed Observation
        - a. Procedures
        - b. Demonstration
        - c. When to Use
        - d. Television Teaching
     2. Analysis and Evaluation — Incident Process and Case Studies
        - a. Procedure
        - b. Demonstration
        - c. When to Use
     3. Discussion
        - a. Directed Discussion
          - (1) Procedure
          - (2) Demonstration
          - (3) When to Use
        - b. Conference Discussion
          - (1) Procedure
          - (2) Demonstration
          - (3) When to Use
          - (4) How to Conduct Meetings
        - c. The Questionning Technique

d. Panel Discussion
(1) Procedure
(2) Demonstration
(3) When to Use
e. Buzz Sessions and Group Dynamics
(1) Procedure
(2) Demonstration
(3) When to Use
f. Brainstorming
(1) Procedure
(2) Demonstration
(3) When to Use
4. Practice Techniques — Role Playing
5. Independent Study — Programmed Instruction
6. Team Teaching

F. Teaching Demonstrations — Pilot Program Teachers

G. Co-curricular Activities of DECA — Dianne Brewington
1. Organization and Program of Work
2. Demonstration from Employment Orientation Unit
3. Contests
4. Use of DECA in Project Method

V. *Vocational Guidance* (in Cooperation with Guidance Personnel) — Kay Brown
A. Identifying Students Needing Training — Categories of Students for the Project Plan
B. Providing Information for Realistic Vocational Planning
C. Assisting Students While Pursuing Vocational Plan
D. Vocational Placement
E. Follow-up

VI. *Working With Advisory Committees* — Kay Brown and Dianne Brewington
A. Types of Advisory Committees
B. Need for Assistance of Advisory Committees
C. Functions of Advisory Committees
D. Teacher-Coordinator's Relationship to Advisory Committees
E. Teacher-Coordinator's Responsibility in Working with Advisory Committees
F. Techniques of Organizing and Working with Advisory Committees

VII. *Summary*
A. Reporting and Evaluation Forms for Pilot Programs — Ed Ferguson
B. Quiz on Workshop Topics (Self-Check and Discussion)

AUGUST WORKSHOP
DAILY SCHEDULE

Monday, August 15 . . .	Welcome Working Relationship Overview Manual-Groups Curriculums
Tuesday, (16th)	Units Developed How to Use Units Kuder Vocational Test
Wednesday, (17th)	Kuder Personal Test Scoring and Interpretation of Kuder Resources Film
Thursday, (18th)	How to Train Training Profile Lecture Directed Observation
Friday, (19th)	Incident Process Directed Discussion Conference Discussion How to Conduct Meetings
Monday, August 22 . . .	DECA Dianne Brewington
Tuesday, (23rd)	Role Playing Team Teaching Working with Advisory Committees
Wednesday, (24th)	Panel Discussion Group Dynamics Brainstorming Programmed Instruction
Thursday, (25th)	Vocational Guidance Reporting and Evaluation of Pilot Program
Friday, (26th)	Teaching Demonstrations Self-Check Test

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